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STUDENT CAMPUS EMPLOYEES.

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CAMPUS EMPLOYMENT IS OFFERED TO NEEDY STUDENTS AT A COMMUNITY COLLEGE IN A LARGE URBAN CENTER, WHERE BOTH TERMINAL AND TRANSFER PROGRAMS IN NINE MAJOR STUDY AREAS ARE OFFERED TO ITS 1,000 DAY AND 3,000 EVENING STUDENTS. NOT CREATED ESPECIALLY FOR THESE STUDENTS, JOBS REPRESENT NEEDED SERVICES FOR WHICH THE COLLEGE WOULD OTHERWISE HIRE OUTSIDE HELP (E.G., OPERATION OF AUDIOVISUAL EQUIPMENT, CLERICAL FUNCTIONS, AND LABORATORY ASSISTANCE). THE PROGRAM RECEIVES FUNDS FROM A PRIVATE FOUNDATION, THE COLLEGE BUDGET, AND MONEY RAISING EFFORTS. IN MAKING WORK ASSIGNMENTS, A FACULTY COMMITTEE CONSIDERS STUDENTS' FINANCIAL NEEDS AND SCHOLASTIC PERFORMANCE. A SURVEY OF STUDENTS LED TO THE CONCLUSIONS THAT (1) MANY FAMILIES CANNOT COMPLETELY FINANCE AN EDUCATION EVEN AT A COMMUNITY COLLEGE, (2) AVERAGE STUDENTS CAN WORK A FEW HOURS WEEKLY WITHOUT ACADEMIC LOSS, (3) STUDENTS BENEFIT FINANCIALLY, SOCIALLY, AND ACADEMICALLY FROM WORK EXPERIENCE, AND (4) THE COLLEGE BENEFITS FROM THE PROGRAM. THIS ARTICLE IS PUBLISHED IN "EDUCATION," VOLUME 86, NUMBER 2, OCTOBER 1965. (WO)

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Student Campus Employees

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In this article . . .
Professor Wilkinson reports the results of a survey of student campus employment in a community college and discusses the benefits of such employment.

Many community colleges and junior colleges have followed in the footsteps of senior colleges by offering employment on the campus as a means of providing financial aid to their students. Such aid is seen as tremendously important in this era of rising costs of a college education.

In a recent article Rexford Moon said, "Families saving for college manage, on the average, to put only $150 per year in the bank for this purpose. College costs have not stopped increasing nor are they expected to. Experts say that at least a five per cent increase per year over the next eight or more years is to be expected. College tuitions have already increased over 35 per cent since 1955 while family disposable income will have increased in fifteen years by about 32 per cent and college tuition by at least 75 per cent."[1]

How well does this view picture the community college students who receive aid through campus employment? What help do these students receive from home? What is their family situation? How well are they doing scholastically?

Types of Work Done

An effort to throw some light on these questions was made at one community college. Data were compiled from the application forms filed by students placed in campus employment for the school year 1962-63.

The institution is located in a large urban center. Its student population numbered 1,000 during day and 3,000 during evening sessions. The college maintains no dormitory or resident facilities. Both terminal and transfer curricula are provided in nine major areas of study.

Work aid is offered only to students who need financial assistance. The jobs available are not created especially for the students—they represent needed services for which the college would hire outside help, or leave undone. Typical jobs are:

1. Operation of audio equipment
2. Clerical—typing, filing, dictation
3. Assistance in chemical, electrical, mechanical, and medical laboratories
4. Messengers
5. Film projection
6. Slide binding
7. Tabulating.

The students who are employed on campus can save time that might otherwise be used in travel to outside

[1] Rexford G. Moon, "'More Students Are Studying Now, Paying Later," *Saturday Review* (June 15, 1963), p. 74.

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employment. They are enabled to use this time more profitably in study, library work, and campus activities. In addition, an attempt is made to make the campus work experience a learning experience by placing the students in situations closely related to their major curriculum interest.

It should be noted that all students who need work are not employed on the campus. Some spend their weekends or other available hours in part-time employment off-campus.

The amount of work provided is limited, of course, by the amount of money available to finance the work-aid program. During a recent school year funds were provided from three sources: a private foundation, the college budget, and fund-raising efforts. Students were paid at the rate of one dollar per hour with $237 as the largest amount earned for the year by any one student—this amount smaller than the annual tuition charge of $300. The money earned was used to finance various students needs: tuition, carfare, lunch, books, and school supplies.

Administration of Program

The student work program is administered through the college's student personnel department with the assistance of a faculty committee. Students file written applications for work, after which they are interviewed. In making assignments consideration is given to the apparent need of the student and his academic standing. The hours worked ranged from three to ten per week, averaging six hours for the 103 students who were employed during the year.

Information regarding these 103 students who were given employment during the school year provides the data for this report. Three of the group were evening session registrants. Work assignments were quite evenly divided between the sexes. There were 53 females and 50 males employed. Eighty-one of the students were in the 18-20 age range, and all others were over 20. Only one of the students was married. Most had younger brothers and sisters, one-fourth had older brothers and sisters, and one tenth had siblings who also were attending college.

Students were accepted for campus jobs whether or not they had had previous paid work experience. Work-aid assignment became the first job for one-third of the 103 students. Only two complaints were made about the quality of work performance. In one case the student was found to be too slow for the work required, and in the other immature behavior caused a problem.

Analysis of Students Working

Scholastic performance of these students seemed to improve in most cases or at least hold at the "average" level. In one instance only was a student dropped from work due to low academic performance. However, eight students withdrew on their own volition from the work program, feeling that the work interfered with their studies.

About half of the students had allowances from home and an equal number had bank accounts. Fifty-one of the 103 students stated that they received an allowance from home, 40 said they received nothing, and 12 did not answer this question. The average allowance was $5 per week.

Personal bank accounts were reported by 49 students; 48 said they had no accounts. The bank accounts in most cases represented savings toward tuition coming from summer earnings and from campus work.

Fifteen students mentioned that they had other sources of financial support. Some of the sources given were: relatives, social security, veterans administration, scholarships, and grants. One student, who was responsible for all his expenses and had no family with whom to live and no relatives, also had taken a National Defense Student Loan. Other needy students took advantage of loans from state or commercial banks.

The status of the families of the 103 students would seem to substantiate their need for financial aid. More than half had no car, and only 18 of the families owned or were buying their homes. One fourth of the families had annual incomes of less than $4,000 representing earnings of both parents. Over half had incomes of less than $6,000. Twelve had incomes between $5,000 and $7,000, and 19 said their family incomes were above $7,000. Four fathers of the total number were retired, and three families were receiving public assistance. In 60 cases mothers did not work outside the home.

The occupations of the parents were largely of the unskilled and semi-professional type representing a large variety of positions. The fathers' occupations fell into no major type, but the majority of the mothers who were employed were performing some type of secretarial service. Three of the mothers were nurses, the next highest category.

Forty-seven of the families or almost half of the 103 had no bank accounts. Twenty-four had less than $1,000 in the bank; eight had between $1,000 and $3,000; five had more than this, and 19 did not report.

Some of the families, a few more than 25 per cent (27), had extraordinary expenses in addition to the usual family necessities. These included taking care of relatives, and medical and dental expenses.

These findings about the families of the students employed on one community college campus show that the incomes of their families are similar to those of the average students who borrow for a college education, as described by Moon in the article pre-

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Donald O'Rear
Business Manager

Sworn to and subscribed before me this 1st day of October, 1965.

Billie S. Paul

(My commission expires January 23, 1968).

viously cited: "Seventy per cent of the student borrowers report their family incomes to be below $6,000 per year; 40 per cent say they are below $4,000."

Conclusion

Taken as a whole, it would appear, then, that:

1. Many families are unable to completely finance a college education even at the community college level where the expenses are lower than at resident institutions.
2. Average students can afford to work a few hours per week without damaging their academic records.
3. Campus employment renders a service to the college as well as to the students.
4. Students benefit academically and financially from work experience.
5. Students receive social benefit from the work experience. Especially is this true when the campus job is the first work experience.

Perhaps more important than any of the above statements which point to the desirability of campus work programs is the fact that some students stated that without the campus job they would have been unable to remain in college.

These data were gathered in an effort to get a better picture of the campus work student. It is hoped that the sketch may be useful to other institutions, in designing questionnaires, setting policies, and in planning a work program for students.

BOOKS FOR YOUNG READERS

A TREASURY OF IRISH SAINTS. By John Irvine. Drawings by Ruth Brandt. New York: Henry Z. Walck, 1965. $3.00.
Although this book may have a somewhat limited appeal, it is a must for those who like pert verse and who appreciate things Irish. In incisive verse, sparkling with wit and color, the essential characteristics of St. Patrick and the glorious company of the Irish saints shine in these pages.
—Paul Zankowich

PETTICOAT REBEL. By Mary Stetson Clarke. Illustrated by Robert MacLean. New York: Viking Press, 1964. $3.75.
Gloucester, Massachusetts, like many another town in Revolutionary days, saw its men going off to fight the Redcoats. Indeed, this town especially missed its schoolmaster who went off to fight for independence. When sixteen-year-old Dacie took his place in the schoolhouse and when she insisted on having girls in her classes, the good people of Gloucester were scandalized. Yet Dacie got her way. In fact her best pupil turned out to be Drusilla, a freed slave. The story is one for youngsters of twelve to sixteen. The background, the American Revolution, is very deftly painted.—Paul Zankowich

M'TOTO. By Alyce Shinn Fechter. Illustrated by Bernard Garbutt. New York: McGraw-Hill, 1965. $3.50.
This fascinating book tells the story of a young elephant. M'Toto the Prince had just been born to the Queen of the Elephants. The King was proud and the other elephants were pleased. But M'Toto began to have adventures from the very start. The processes of growing up and maturing have much to teach young readers. The illustrations are especially imaginative.
—Paul Zankowich

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